



2023-2024 Phase Four: Professional Development Plan for Schools  
for School Year 2024-2025\_05222024\_13:21

2023-2024 Phase Four: Professional Development Plan for Schools for School Year  
2024-2025

**Nicholas County High School**  
**Kevin Miller**  
103 School Drive  
Carlisle, Kentucky, 40311  
United States of America

---

## Table of Contents

<u>2023-24 Phase Four: Professional Development Plan for Schools for School Year 202...</u>	3
---	---

## 2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL),

teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

The mission of Nicholas County Middle and High School is to prepare students with the self-discipline and academic proficiency necessary to be contributing citizens in an ever-changing society. This mission/purpose statement serves as the lens through which all student and staff expectations, academic offerings, and extra-curricular opportunities are derived/developed, implemented and evaluated.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Improved instruction in all content areas, specifically Reading and Mathematics as the main goal. To achieve this, we will focus on the following areas:

- Development of and/or revision of curriculum maps to reflect properly the Kentucky State Standards.
- Development of lesson plans that teach to the State Standards. to include the use of assessments.

Teacher professional development will be focused primarily on these two areas.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

Both of these priorities focus on the needs of staff and students in Nicholas County Schools. The dissemination of rigorous instruction that parallels the Kentucky State Standards remains an on-going goal for the District. By providing teachers with the professional development opportunities they need to achieve this goal, student will benefit directly by improved classroom instruction.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Teacher Professional Development objectives:

Training utilizing Kentucky Educational Coops (CKEC and KEDC) to provide specific workshops and/or provide teachers the opportunity to grow professionally in:

- Developing Curriculum Maps/Lesson Plans that parallel to Kentucky Standards.
- Join Cohorts related to ELA strategies (reading)
- Provide opportunities to learn student engagement strategies for use in the classroom.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

The intended results are that student learning needs are met in all methods/modes of learning, teachers' knowledge and skills improved in all methods/modes of instruction, an increase in parental involvement with students' learning and academic success, is recognized, and a measurable increase in testing scores are achieved.

4c. How will professional development be monitored for evidence of implementation?

- i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

The District's Supervisor of Instruction keeps a Professional Development digital file for all faculty and administrators. She collects EILA and PD certificates from staff and principals provide attendance rosters for all building specific professional development sessions. Principals also provide documentation of data analysis at the classroom, grade level (K-8) and department level (9-12) to the Supervisor of Instruction which she adds to individual teachers and principals digital files. Documentation of classroom observations and administrative walkthroughs are kept by administrators at the building level and is accessible to the Supervisor of Instruction and the Superintendent if needed.

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

Improvement in students' academic achievement as measured by KAS, teacher confidence in implementation of new knowledge and skills exhibited during observations by administrators, and parents more involved in their children's academic performance are all indicators of success.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

The Middle and High School core curriculum teachers, teacher's aids, and administrators are the target audience for professional development.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

The resources needed to support the professional development provided by Nicholas County Schools are time, funding, and current technology.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Monthly faculty meetings will focus on professional learning, collaboration, and use of outside professionals from CKEC and KEDC to support student engagement strategies and new initiatives that relate to school and professional goals. Grade level meetings for teachers to plan instruction that reflect the Kentucky State Standards will be implemented,

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Teacher Professional Development objectives:

Training utilizing Kentucky Educational Coops (CKEC and KEDC) to provide specific workshops and/or provide teachers the opportunity to grow professionally in:

- Developing Curriculum Maps/Lesson Plans that parallel to Kentucky Standards.
- Join Cohorts related to ELA strategies (reading)
- Provide opportunities to learn student engagement strategies for use in the classroom.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

The intended results are that student learning needs are met in all methods/modes of learning, teachers' knowledge and skills improved in all methods/modes of instruction, an increase in parental involvement with students' learning and academic success, is recognized, and a measurable increase in testing scores are achieved.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

The District's Supervisor of Instruction keeps a Professional Development digital file for all faculty and administrators. She collects EILA and PD certificates from staff and principals provide attendance rosters for all building specific professional development sessions. Principals also provide documentation of data analysis at the classroom, grade level (K-8) and department level (9-12) to the Supervisor of Instruction which she adds to individual teachers and principals digital files. Documentation of classroom observations and administrative walkthroughs are kept by administrators at the building level and is accessible to the Supervisor of Instruction and the Superintendent if needed.

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

Students learning needs met in all methods/modes of learning, teachers' knowledge and skills improved in all methods/modes of instruction, an increase in parental involvement with students' learning and academic success. Improvement in students' academic achievement, teacher confidence in implementation of new knowledge and skills exhibited, and parents more involved in their children's academic performance are all indicators of success.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

The Middle and High School core curriculum teachers, teacher's aids, and administrators are the target audience for professional development.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

We will engage entities such as CKEC and KEDC to provide teacher support regarding professional development. Additionally, common planning periods will be worked into the master schedule to allow for greater teacher collaboration.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Monthly faculty meetings will focus on professional learning, collaboration, and use of outside professionals from CKEC/KEDC to support student engagement strategies and new initiatives that relate to school and professional goals. Grade level meetings for teachers to plan instruction that reflect the Kentucky State Standards will be implemented.

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A



# Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------